Unit title	Unit 17: The Accommodation Sector in the Travel and Tourism Industry
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
● Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A, Topic A1: Types of accommodation				
1	• Introduction • A1 Types of accommodation • Serviced accommodation • Non-serviced accommodation	GW	• **Lead in:** Introduce the unit context by showing learners a typical photo gallery from a hotel website, or a video, e.g. 'top ten hotels of the world'. Learners list the different products and services on offer, then share feedback with the class. • **Class discussion:** Discuss reasons why there are many different types of accommodation on offer. • **Paired activity:** Learners make a list of different types of accommodation. • **Tutor-led presentation:** Provide a description of types of serviced accommodation, with examples. • **Paired activity:** Learners review their list of accommodation types from the previous paired activity and categorise each type as serviced or non-serviced. • **Group activity:** In small groups, learners research different	● Unit specification ● Hotel website with images e.g. Ritz Carlton (choose any hotel overview) ● YouTube video (search 'top 10 hotels of the world') ● Tutor presentation ● Computers with

			examples of serviced accommodation. Each group produces a poster of different types, including a brief description, an example and typical locations for each type. • **Plenary:** Introduce the unit content, using the unit specification, and outline the method of assessment. • **Homework:** Learners make a list of non-serviced (self-catering) accommodation.	internet access ● Paper and pens or IT facilities for poster
2	• A1 Types of accommodation • Non-serviced accommodation	GW	• **Lead in:** Recap serviced and non-serviced accommodation types. • **Class discussion:** Learners discuss why non-serviced accommodation is popular and identify reasons why people may want this type of accommodation. • **Tutor-led presentation:** Introduce the term 'glamping', and show a video to give examples. • **Paired activity:** List types of non-serviced accommodation in your own country, including typical locations. • **Group activity:** In small groups, learners research different types of non-serviced accommodation. Each group produces a poster of different types, including a brief description, an example and typical locations for each type. • **Plenary:** Use a quiz that asks learners to name different types of accommodation in their local area, covering as many different serviced and non-serviced types as possible.	● Tutor presentation ● YouTube video (e.g. search 'best glamping locations in the US') ● Computers with internet access ● Paper and pens or IT facilities for poster
3	• A1 Types of accommodation • Classifications and ratings	GW	• **Lead in:** Watch 5 minutes of an episode of 'The Hotel Inspector' to introduce the topic. Ask learners to identify ways in which people can find out about the quality of accommodation before they book. • **Tutor-led presentation:** Introduce the concept of hotel inspectors/mystery shoppers and hotel star rating systems. • **Paired activity:** Learners list ten hotels in their area and suggest what rating they might have and why. They then use	● YouTube video (search for an episode of 'The Hotel Inspector') ● Tutor presentation ● Computers with

			the hotel websites to check if they have identified the correct rating. • **Class discussion:** Discuss how non-serviced accommodation types are rated if a formal system is not used. • **Group activity:** In small groups, learners use the TripAdvisor or Booking.com website to find out what type of information can be gained about a hotel's quality and facilities. • **Class discussion:** Learners discuss advantages and disadvantages of customer reviews for the customer and the accommodation provider. • **Paired activity:** Learners use other ratings websites (e.g. The Michelin Guide, Condé Nast) to explore how hotels are rated/reviewed. They share feedback with the class. • **Tutor-led presentation:** Introduce sustainable/green hotel rating systems, using website examples. • **Class discussion:** Consider why green/sustainable ratings are important for accommodation providers. • **Plenary:** Recap the different methods of rating types of accommodation.	internet access ● Access to ratings sites such as TripAdvisor, Booking.com, Green Globe, Condé Nast, The Michelin Guide
4	• A1 Types of accommodation • General facilities • Facilities for specific customer types	IS GW	• **Lead in:** Learners identify different types of target market that would use accommodation. List learner ideas on the whiteboard and annotate each target market with the types of accommodation they might use. • **Tutor-led presentation:** Introduce general facilities and different specific customer types. • **Individual activity:** Learners research one serviced and one non-serviced accommodation type and list the different facilities on offer. For each facility found, they identify they type of target market it could be aimed at. • **Small group activity:** Learners create a PowerPoint presentation, outlining different facilities and target customer types, using examples from the individual research. They	● Tutor presentation ● Computers with internet access ● Power Point ● Knowledge quiz

			present their findings to the class. • **Plenary:** Use a knowledge quiz to highlight facilities and services available from different accommodation providers. Learners must state which customer type they may appeal to and why.	
Learning aim A, Topic A2: Business ownership				
5	• A2 Business ownership • Independently owned and groups / chains • Managed contracts and franchises	GW	• **Lead in:** Introduce terminology related to accommodation business ownership, mergers, acquisitions, brands, chains and groups. Learners make notes. • **Tutor-led presentation:** Explain independent ownership, giving examples from serviced and non-serviced accommodation. • **Paired activity:** Learners carry out research to find two independently owned accommodation providers in the local area, then share their examples with the group. • **Tutor-led presentation:** Introduce chains/groups with management contracts and franchises, giving examples. • **Group activity:** Each group researches a different hotel chain/group from the top ten groups worldwide (check current top ten from websites such as Tourism Review) and identifies how many brands it has. They use the relevant corporate website to find out how the chain uses franchises and managed contracts. They produce a PowerPoint presentation to share their findings with the class. • **Plenary:** Recap business ownership terms, asking learners to provide descriptions and examples.	● Tutor presentation ● Computers with internet access ● Group/chain examples (e.g. Marriott corporate site) ● Tourism Review website ● PowerPoint
6	• A2 Business ownership • Horizontal and vertical integration	GW IS	• **Lead in:** Introduce the terms ‘horizontal integration’ and ‘vertical integration’. • **Tutor-led presentation:** Use a case study (e.g. the ‘easy’ website) to discuss vertical integration. • **Paired activity:** Learners visit the ‘easy’ group corporate	● Tutor presentation ● Computers with internet access ● Case studies

			website and choose a hotel group to explore. They also find out about the history of the mergers and acquisitions and create a timeline. • **Class discussion:** Learners discuss why hotel groups might keep their existing brand names when they acquire existing brands (horizontal integration). • **Individual activity:** Learners create a fictitious accommodation organisation, choose a brand name/logo and create a diagram showing the vertical integration or horizontal integration. For VI, they create examples of organisations from different parts of the supply chain; for HI, they give examples of brands that could be acquired. Learners display their diagrams and present their work to the rest of the class. • **Plenary:** Learners undertake a gallery walk, viewing each other's diagrams and listening to learner presentations. They provide peer review based on creativity and content.	(e.g. 'easy' website and IHG website) ● Paper and pens or IT facilities for timeline and diagrams
7	• A2 Business ownership • Visit to a serviced accommodation provider	GW V GS	• **Lead in:** Introduce and coordinate a visit to a serviced accommodation provider. • **Paired activity:** Learners prepare questions based on the topics from lessons 1–6. • **Group activity:** Learners tour serviced accommodation, making notes on the facilities and services on offer. • **Tutor-led activity:** An employee from the accommodation provider presents information related to the topics from lessons 1–6. Learners ask their pre-prepared questions and make notes. • **Plenary:** Learners write up their notes about the different departments and roles they observed during the visit.	● Visit to or guest speaker from a serviced accommodation provider
8	• A2 Business ownership • Visit to a non-serviced	GW V GS	• **Lead in:** Introduce and coordinate a visit to a non-serviced accommodation provider. • **Paired activity:** Learners prepare questions based on the topics from lessons 1–6.	● Visit to or guest speaker from non-serviced accommodation

	accommodation provider		• **Group activity:** Learners tour non-serviced accommodation, making notes on the facilities and services on offer. • **Tutor-led activity:** An employee from the accommodation provider presents information related to the topics from lessons 1–6. Learners ask their pre-prepared questions and make notes. • **Plenary:** Learners write up their notes about the different departments and roles they observed during the visit.	provider

Learning aim A, Topic A3: Structure in the accommodation sector				
9	• A3 Structure in the accommodation sector • Operational departments	GW IS	• **Lead in:** Recap learning from the visits and ask learners to identify and describe the different operational departments observed. • **Paired activity:** Ask learners to interview each other to discover which department in a hotel they would like to work in and why. Learners should also find out which would be their least favourite department and why. • **Tutor-led presentation:** Introduce / recap different operational departments, highlighting the types of accommodation in which they might exist. • **Individual activity:** Learners produce an information leaflet for a careers fair, describing the operational departments and the roles found in the different departments. • **Paired activity:** Learners swap leaflets and peer review each other's work, commenting on the accuracy and detail of the content. • **Plenary:** Divide learners into teams. Ask each team in turn to start describing a department; the other teams have to identify the department and the first team to answer correctly gets a point.	● Tutor presentation ● Computers with internet access ● Paper and pens for leaflets

10	• A3 Structure in the accommodation sector • Support departments	IS GW	• **Lead in:** Recap learning from the visits and ask learners to identify and describe the different support departments observed. • **Class discussion:** Watch a video about the different departments in a hotel and discuss how departments work with each other. • **Tutor-led presentation:** Introduce / recap different support departments, highlighting the types of accommodation in which they might exist. • **Individual activity:** Learners produce an information leaflet for a careers fair, describing the support departments and the roles found in the different departments. • **Paired activity:** Learners swap leaflets and peer review each other's work, commenting on the accuracy and detail of the content. • **Plenary:** Divide learners into teams. Ask each team in turn to start describing a department; the other teams have to identify the department and the first team to answer correctly gets a point.`	● YouTube video (search 'departments in a hotel') ● Tutor presentation ● Computers with internet access ● Paper and pens for leaflets
11	• A3 Structure in the accommodation sector • Staffing structures	GW IS	• **Lead in:** Recap previous discussion about how different departments work together. • **Tutor-led presentation:** Introduce departmental and hierarchal staffing structures and guest-to-staff ratios. • **Class discussion:** Watch part of the video, 'The Billion Pound Hotel'. Discuss how and why guest-to-staff ratios are different in different types of accommodation with different star ratings. • **Individual activity:** Learners create a typical organisation chart for an individual property owned by the accommodation organisation they invented in lesson 6. They also provide a written explanation of how staff and departments interrelate, and identify guest-to-staff ratios. • **Plenary:** In pairs, learners review each other's charts,	● Tutor presentation ● YouTube video (search for 'the billion pound hotel') ● Learners notes on a fictitious accommodation organisation (from lesson 6) ● IT facilities or pens and paper

			explaining how their organisation works, asking and answering questions and providing peer feedback.	for charts
12	• A3 Structure in the accommodation sector • Staff contract types and rotas	IS	• **Lead in:** Ask learners to share what they know about working conditions in the accommodation industry, e.g. hours, shifts, typical salaries, etc. • **Tutor-led presentation:** Introduce terms of staff contracts: zero hours, hourly paid, salaried, seasonal and shift patterns / split shifts. • **Individual activity:** Learners research the advantages and disadvantages of different contracts and working patterns in the accommodation industry, and create a fact file to summarise their findings. • **Class discussion:** Learners discuss the advantages and disadvantages from their research findings, considering the employee/employer and customer perspectives. • **Plenary:** Use a knowledge quiz to test learners' understanding of key terminology from lessons on business ownership and staffing structure: ask learners to identify terms from descriptions given.	● Tutor presentation ● Computers with internet access ● Knowledge quiz

13	• Practice/formative assessment for learning aim A	IS	• **Lead in:** Introduce the session objectives, linking to the unit set assessment. • **Tutor-led presentation:** Introduce a mini-assignment to cover the topics in learning aim A, using a comparison table. • **Individual activity:** Learners choose one serviced and one non-serviced accommodation provider and create a table to compare their facilities and services for different target customers. They should also consider the methods used to rate and classify each provider, the operational and support departments, and the ownership and staffing structure. • **Plenary:** Provide formative feedback on learners' comparison tables, highlighting where learners have provided information that covers the different command verbs (describe, explain, compare, analyse).	● Tutor presentation IT facilities ● Computers with internet access
Learning aim B, Topic B1: Consumer trends				
14	• B1 Consumer trends • Personalisation and authenticity	GW	• **Lead in:** Introduce learners to the topic. Watch part of the video, 'The Billion Pound Hotel', and other videos about trends in the industry. Discuss what trends in accommodation can be identified. • **Tutor-led presentation:** Introduce the terminology of personalisation and authenticity. • **Paired activity:** Learners discuss how they think these trends might be influencing their lives currently, then share their ideas with the class. • **Group activity:** Learners research both serviced and non-serviced accommodation to find examples of personalisation and authenticity from around the world. Each group creates a PowerPoint presentation to share with the class. • **Plenary:** Recap by asking learners to identify different ways in which they have seen personalisation and authenticity in their work for the research task and presentations.	● YouTube videos (search for 'the billion pound hotel' and 'how millennials are changing the hotel industry' ● Tutor presentation ● Computers with internet access ● PowerPoint

15	• B1 Consumer trends • Environmental awareness • Health and wellness	GW	• **Lead in:** Discuss the factors driving trends for health and wellness and environmental awareness in society. • **Paired activity:** Using websites or YouTube, learners find examples of environmentally-friendly and/or sustainable accommodation. • **Group activity:** Each group chooses a serviced or non-serviced accommodation type and designs an environmentally friendly/sustainable property. Learners discuss and design different ideas, considering both the guest areas and the operational departments. Each group creates a poster or wall chart to outline their ideas, and displays their work to the class. • **Plenary:** Recap / review with the class a list of good environmental practices for accommodation providers.	● Computers with internet access ● Pens, paper, etc. to design posters or wall charts
16	• B1 Consumer trends • Laid-back luxury • Food focused	IS	• **Lead in:** Introduce the term ‘laid-back luxury’, giving examples. • **Class discussion:** Watch part of the video, ‘The Billion Dollar Hotel’. Consider whether the hotel could be considered to be laid-back luxury. Encourage the class to give other examples of accommodation providers that represent laid-back luxury. Use the Cruise website to consider how luxury is changing. • **Individual activity:** Each learner chooses an accommodation provider in the luxury market and uses their website to consider examples of laid-back luxury. • **Tutor-led presentation:** Introduce the term ‘food focused’, giving examples. • **Individual activity:** Each learner chooses an accommodation provider and uses their website to consider examples of food focused trends. • **Plenary:** Recap trends in the industry. Ask learners to give examples of other trends, based on their research, and discuss the factors driving these trends.	● YouTube (search for ‘the billion pound hotel’) ● Cruise website (search for ‘cruising then and now’) ● Computers with internet access ● Tutor presentation

Learning aim B, Topic B2: Response to trends				
17	• B2 Response to trends	GS GW	• **Lead in:** Arrange a visit by a guest speaker from an accommodation provider. Introduce the guest speaker. • **Paired activity:** Learners prepare questions about how the guest speaker's organisation has responded to trends. • **Tutor-led activity:** Learners listen to the guest speaker's presentation on trends and responses to trends relating to their provider. They ask their prepared questions and make notes. • **Plenary:** Ask learners to consider which particular customer types are driving different trends.	● Guest speaker from industry
18	• B2 Response to trends • Design and décor • Services and facilities	GW	• **Lead in:** Introduce the industry response to trends, asking learners to consider examples such as the Ice Hotel. • **Paired activity:** Learners research two or three examples of themed accommodation and discuss the reasons for the theming. • **Group activity:** Each group chooses one of the following categories of response and creates a slideshow of examples from around the world. They then present their slideshows to the class. o personalised services o wellbeing o food focused o celebrity/product endorsement • **Plenary:** Ask learners to consider possible future trends and how the industry might respond.	● Computers with internet access ● Links to themed hotel websites (e.g. Ice Hotel) ● IT facilities to create slideshows
19	• B2 Response to trends • Sustainability and environmental	GW	• **Lead in:** Introduce sustainability and environmental policies, using an example from a hotel group such as the Marriott. • **Paired activity:** Learners choose examples of different business ownership types and accommodation types, and	● Example sustainability and environmental

	policies • Corporate Social Responsibility • Loyalty and rewards		create a table to compare their sustainability and environmental policies (including no formal policy). • **Tutor-led presentation:** Introduce Corporate Social Responsibility, using examples from the same hotel group as before. • **Paired activity:** Learners revisit their example organisations and add a new column to their tables to record their CSR policies/activities. • **Tutor-led presentation:** Introduce loyalty and rewards, giving examples. • **Class discussion:** Learners consider why loyalty programmes are popular, using examples. • **Plenary:** Learners revisit their example organisations and identify whether they have any loyalty and rewards programmes. If so, they add brief descriptions to their tables.	policies ● Computers with internet access ● Tutor presentation
20	• Practice assessment /formative assessment	AW	• **Lead in:** Introduce the session objectives, linking to the unit set assessment. • **Tutor-led presentation:** Introduce a mini assignment to cover the topics in learning aim B. • **Individual activity:** Learners write a description of different trends in the industry and the ways the industry responds to these trends, using examples. • **Plenary:** Provide formative feedback on the written work, highlighting where learners have provided information that covers the different command verbs (describe, analyse, etc.).	● Computers with internet access

Learning aim C, Topic C1: Safety and security				
21	• C1 Safety and security • Health and hygiene • Fire safety	GW	• **Lead in:** Ask learners to list health and safety issues relevant to accommodation. • **Class discussion:** Watch a video about food hygiene practices and discuss the consequences of poor hygiene on customers and on the business. • **Paired activity:** Research food hygiene practices in your country. • **Tutor-led presentation:** Introduce fire safety in accommodation, showing images such as fire safety instructions or evacuation procedures. • **Group activity:** Learners research fire safety practices and create a poster to guide customers/staff. • **Group activity:** Learners review other groups' posters and provide peer review feedback. • **Plenary:** Use a knowledge quiz to test learners' understanding of food safety and fire safety good practice.	● YouTube videos on food hygiene in hotels ● Tutor presentation ● Computers with internet access ● Images relating to fire safety ● IT facilities or paper and pens for poster
22	• C1 Safety and security • Accessibility	GW IS	• **Lead in:** Watch a video about experiences for disabled travellers. • **Class discussion:** Discuss accessibility issues for different types of accommodation. • **Individual activity:** Each learner produces a leaflet, as though from a tourist board, advising accommodation providers about how to make properties accessible. • **Plenary:** Recap/review accessibility issues in accommodation.	● YouTube video on travelling with a disability ● It facilities or paper and pens for leaflets
23	• C1 Safety and security • Risk assessment	GW	• **Lead in:** Use examples to introduce risk assessments. • **Paired activity:** Learners select an area of a hotel and list types of risks to customers and staff. • **Group activity:** Give each group a different area of a hotel and ask them to complete a risk assessment, advising staff	● Example risk assessments

			how to prevent injury to customers and staff. • **Plenary:** Recap / review learners' lists of risks from the paired activity.	
24	• C1 Safety and security • Security systems	GW	• **Lead in:** Introduce the topic of safety and security, using a relevant article from a trade magazine such as eHotelier Insight (e.g. search 'Top 5 risks and security challenges for hotels in 2015'). • **Tutor-led presentation:** Describe different types of security system, using examples. • **Paired activity:** Learners research and design a poster summarising security advice and techniques for accommodation providers. • **Class discussion:** Learners discuss the consequences of poor security, for customers and for the business. • **Plenary:** Recap security issues and techniques.	● Article on security issues ● Tutor presentation ● Computers with internet access ● IT facilities or paper and pens for posters
25	• C1 Safety and security • Data protection • Consequences of poor security	GW	• **Lead in:** Introduce the topic of data protection, using a relevant article from a trade magazine such as eHotelier Insight. • **Tutor-led presentation:** Describe data handling and methods of protecting data. • **Paired activity:** Learners list ways in which personal data may be collected by an accommodation provider. They then create a table with two columns: 'Ways in which personal data is collected' and 'Good practice when handling and storing data'. They share their ideas with the class. • **Class discussion:** Learners discuss the consequences of poor data protection, for customers and for the business. • **Plenary:** Recap security issues and techniques.	● Article on data protection ● Computers with internet access
Learning aim C, Topic C2: Sustainability and environmental policies				
26	• C2 Sustainability	GW	• **Lead in:** Arrange a visit by a guest speaker from an	● Guest speaker

	and environmental policies	GS	accommodation provider. Introduce the guest speaker. • **Paired activity:** Learners prepare questions about how the guest speaker's organisation has dealt with sustainability and environmental issues. • **Tutor-led activity:** Learners listen to the guest speaker's presentation about sustainability and environmental issues. They ask their prepared questions and make notes. • **Plenary:** Ask learners to consider which customer types are driving different trends in sustainability and environmental issues.	
27	• C2 Sustainability and environmental policies • Waste management	GW IS	• **Lead in:** Introduce the concept of waste management, with reference to a website such as Green Hotelier. • **Class discussion:** Learners discuss ways to reduce waste in the accommodation industry. • **Group activity:** A poster competition – Each group designs a poster to promote an example of good waste management practice. All posters are put on display in the classroom. • **Individual activity:** Learners review the displayed posters, using sticky notes to add comments. They then vote for the best idea. • **Plenary:** Use a video to compare waste management ideas with those suggested in the group activity. Learners make a note of any additional ideas.	● Resources from the Green Hotelier website ● IT facilities or paper and pens for posters ● Sticky notes ● YouTube video (search 'waste management in hotels')
28	• C2 Sustainability and environmental policies • Reduction in plastic and packaging materials	GW IS	• **Lead in:** Watch a video about plastic pollution (e.g. search YouTube for 'plastic pollution crisis'). • **Paired activity:** Discuss ways in which the use of plastic and packaging can be reduced, and ways to encourage customers to do this. Compare learners' ideas with those in the guide from Tui (search for 'Tui Plastic reduction guidelines for hotels'). • **Individual activity:** Learners design a flyer that could be	● YouTube video about plastic pollution ● Tui Plastic reduction guidelines ● IT facilities or paper and pens

			placed in hotel rooms or employee staff rooms to raise awareness of the need to reduce the use of plastic / packaging. • **Plenary:** Put learners in teams and use a knowledge quiz to recap C1 and C2 topics.	for flyer ● Knowledge quiz
Learning aim C, Topic C3: Guest relations practices				
29	• C3 Guest relations practices • Staffing policies and practice • Personalised customer service	GW IS	• **Lead in:** Discuss with the class why customers like staff to use their names, and the advantages to the business of providing a personalised service. • **Paired activity:** Learners list ways in which an accommodation provider can make a guest's stay more personal. • **Individual activity:** Learners research ways in which the industry provides personalised customer care. They produce an information leaflet for human resources staff, describing suitable staffing policies to achieve this. • **Plenary:** Ask learners to give examples of poor and excellent personal customer service they have experienced.	● Computers with internet access ● IT facilities or paper and pens for leaflets
30	• C3 Guest relations practices • Dealing with complaints	GW IS	• **Lead in:** Introduce the topic by asking learners to give examples of complaints they have made or witnessed in hospitality or retail situations, and how they were handled. • **Paired activity:** Provide scenarios relating to pen portrait of different customer types. Learners role play handling a complaint, swapping roles so they play both the customer and the member of staff dealing with the complaint. • **Individual activity:** Learners choose an accommodation organisation and investigate their website or social media to see what advice they give to customers relating to complaints. • **Group activity:** Learners discuss and create a code of conduct for complaint handling for an accommodation provider.	● Pen portrait scenarios ● Computers with internet access

			• **Plenary:** Review learners' advice for complaint handling from the group activity.	
31	• C3 Guest relations practices • Collecting and acting on guest feedback • Go beyond expectations	GW	• **Lead in:** Ask the class why feedback is important to the accommodation industry. • **Paired activity:** Learners list ways in which feedback can be collected, highlight which is most effective and why, and share their ideas with the group. • **Group activity:** Learners carry out research to find articles describing how feedback is collected and how accommodation providers 'go the extra mile'. Collate the examples and share them with the group. • **Plenary:** Ask each learner in turn to give one example of going beyond expectations and how this might make the customer feel.	● Computers with internet access ● Articles from trade websites e.g. ehotelier

Learning aim C, Topic C4: Standard operating procedures for maintaining consistency				
32	• C4 Standard operating procedures for maintaining consistency • Written standards for each department	GW	• **Lead in:** Introduce Standard Operating Procedures (SOP), using examples. • **Group activity:** Each group is given a different department. They choose an activity carried out by that department and create an SOP document for this activity. • **Plenary:** Discuss why SOPs are effective in accommodation businesses and consider their potential drawbacks.	● Examples of SOP documentation
33	• C4 Standard operating procedures for maintaining consistency • Staff training	GW	• **Lead in:** Introduce the activity scenario: explain that learners need to train staff in the department they considered in the last session (in the group activity). • **Group activity:** Learners design a 10–15-minute training session, to train staff to use the SOPs they created in the last session. • **Group activity:** Some groups deliver their planned training sessions to train the rest of the class. • **Plenary:** Learners peer review each other's training sessions.	● Computers with internet access ● Notes from the group activity in lesson 32
34	• C4 Standard operating procedures for maintaining consistency • Staff training and monitoring	GW	• **Lead in:** Explain that this lesson will continue the activity scenario from the previous lesson (staff training). • **Group activity:** The remaining groups deliver their planned training sessions. • **Plenary:** Learners peer review each other's training sessions. They then discuss the importance of training staff and keeping training records.	● Notes from the group activities in lessons 32 and 33

Learning aim D, Topic D1: Operational technology				
35	• D1 Operational technology • Property management systems	GW	• **Lead in:** Ask learners to identify how technology is used in accommodation businesses and why. • **Tutor-led presentation:** Distinguish between operational and guest technologies. Introduce property management systems (PMS) and functions, using an example such as Oracle. • **Paired activity:** Learners research the different operational functions of PMS systems and create a mini fact file. • **Class discussion:** Learners consider the types of information that should be taken from customers and how they can be used. • **Plenary:** Discuss the benefits of accommodation related technology and ask the group to create a session summary which also identifies some examples of where this technology is used and its benefits.	● Tutor presentation ● PMS example (e.g. Oracle) ● Computers with internet access
36	• D1 Operational technology	GW	• **Lead in:** Introduce the paired research task. • **Paired activity:** Learners choose one example of operational technology to research. They prepare a presentation to share with the class, outlining its features and functions. • **Group activity:** Learners review each other's presentations, providing written feedback. • **Plenary:** Discuss how technology improves the customer experience.	● Computers with internet access ● Presentation software
37	• D1 Operational technology • Website to encourage direct bookings	GW	• **Class discussion:** Learners discuss the importance of an effective website, giving examples from their own experience. • **Group activity:** Provide a list of accommodation websites. In groups, learners devise a set of criteria to use to review the websites, then review each website in turn. • **Group activity:** Learners share their review criteria and	● Computers with internet access ● List of different accommodation websites to review

			comments. • **Plenary:** Collate review feedback, looking for common points.	

Learning aim D, Topic D2: Guest experience technologies				
38	• D2 Guest experience technologies • Seamless connectivity • Virtual reality • Smart rooms • Self-service • Social media	GW	• **Lead in:** Introduce the topic, using examples (e.g. social media posts). • **Group activity:** Each group chooses two examples of technology to investigate and researches their features and benefits. • **Class discussion:** Learners use their research findings to discuss different ways in which technology is used by accommodation providers. • **Plenary:** Learners consider possible technology in a hotel room of the future.	● Examples of guest experience technologies (e.g. social media) ● Computers with internet access
39	• D2 Guest experience technologies • Seamless connectivity • Apps • Virtual reality • Smart rooms	GW	• **Lead in:** Introduce the use of apps in accommodation, using examples. • **Group activity:** Learners design a hotel room using examples of technology that already exist. • **Group activity:** Learners present their room designs to the class. • **Plenary:** Use a knowledge quiz to recap the different technologies that have been explored.	● Examples of accommodation apps (e.g. Hilton concierge app) ● IT facilities
Learning aim C: Explore operational practices used in the accommodation sector **Learning aim D: Explore the range of technologies used in the accommodation sector for operations and the customer experience**				
40	• Practice assessment /formative assessment	AW	• **Lead in:** Introduce the session objectives, linking to the unit set assessment. • **Tutor-led presentation:** Introduce a mini-assignment to cover the topics in learning aim C. • **Individual activity:** Learners write a description of different operational practices in the industry and good practice ideas. • **Plenary:** Provide formative feedback on the written work,	● Tutor presentation ● Assessment scenario

			highlighting where learners have provided information that covers the different command verbs (e.g. describe, analyse).	
41	• Practice assessment /formative assessment	AW	• **Lead in:** Introduce the session objectives, linking to the unit set assessment. • **Tutor-led presentation:** Introduce a mini-assignment to cover the topics in learning aim D. • **Individual activity:** Learners write a description of different operational technology in the industry and good practice ideas. • **Plenary:** Provide formative feedback on the written work, highlighting where learners have provided information that covers the different command verbs (e.g. recommendations, justification).	● Tutor presentation ● Assessment scenario
Learning aims A–D				
42	• Practice / tutorial / recap	RS	• **Lead in:** Outline the task instructions. • **Individual activity:** Learners work on a practice task for learning aims A and B. • **Individual activity:** Hold one-to-one tutorials to give formative feedback to each learner. • **Plenary:** Collect learners' work and review instructions for the next session.	● Practice assignment task
43	• Practice / tutorial / recap	AW	• **Lead in:** Outline task instructions. • **Individual activity:** Learners work on a practice task for learning aims C and D. • **Individual activity:** Hold one-to-one tutorials to give formative feedback to each learner. • **Plenary:** Collect learners' work and review instructions for the next session.	● Practice assignment task
44	• Internal set assignment for	AW	• **Lead in:** Outline set task instructions. • **Individual activity:** Learners work on the set assignment	● Internal set assignment

	learning aims A and B		task for learning aims A and B. • **Plenary:** Collect learners' work and review instructions for the next session.	
45	• Internal set assignment for learning aims C and D	AW	• **Lead in:** Outline set task instructions. • **Individual activity:** Learners work on the set assignment task for learning aims C and D. • **Plenary:** Collect learners' work and review instructions for the next session. Review the unit using feedback from the class.	● Internal set assignment

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.